

1-1-2005

Assessment of Kalamazoo County's Education for Employment (EFE) Programs Using 2005 Survey Data

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Citation

Hollenbeck, Kevin, and Jason Preuss. 2005. "Assessment of Kalamazoo County's Education for Employment (EFE) Programs Using 2005 Survey Data." Prepared for the Education for Employment (EFE) Council.

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Assessment of Kalamazoo County's Education for Employment (EFE) Programs Using 2005 Survey Data

September 22, 2005

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Introduction

- 10th year of surveys
- Follow-up of completers (state mandated)
- Current students

Follow-Up Survey

- History
 - Utility vs. compliance
- 2004/2005 survey
 - Smaller sample
 - State-mandated survey
 - No subgroups
 - No feedback on EFE

Follow-Up Survey Analysis

■ Postsecondary attendance rate:

	<u>2004</u>	<u>2005</u>
None	22%	17%
2-year	37%	40%
4-year	41%	43%
Total of 2/4 year	78%	83%

Follow-Up Survey Analysis

- Employment rate:

<u>2004</u>	<u>2005</u>
66%	63%

- Unemployment rate

<u>2004</u>	<u>2005</u>
21%	15%

Follow-Up Survey Analysis

■ Training-relatedness: (no proxies)

	<u>2004</u>	<u>2005</u>
Education	66%	80%
Employment	74%	71%

■ Wages and Hours:

	<u>2004</u>	<u>2005</u>
Wage	\$8.19	\$7.99
Hours	28.2	27.7

Methodology and Response

- Current students
 - In class (internet, hard copy)
 - Sample = approx. 3,100
 - Completions = 2,257 (73%)

Analyses

- Total population
- Subgroups:
M/F; W/NW; Work-based/not

Current Students Characteristics

55% male

25% NW (12.5% Black)

27% in 9th/10th grade

GPA = 3.05

2.3 hours/week homework

2.1 extracurriculars/year

6.0 tardies

5.5 unexcused absences

Figure 1
Gender Composition of Student Enrollment

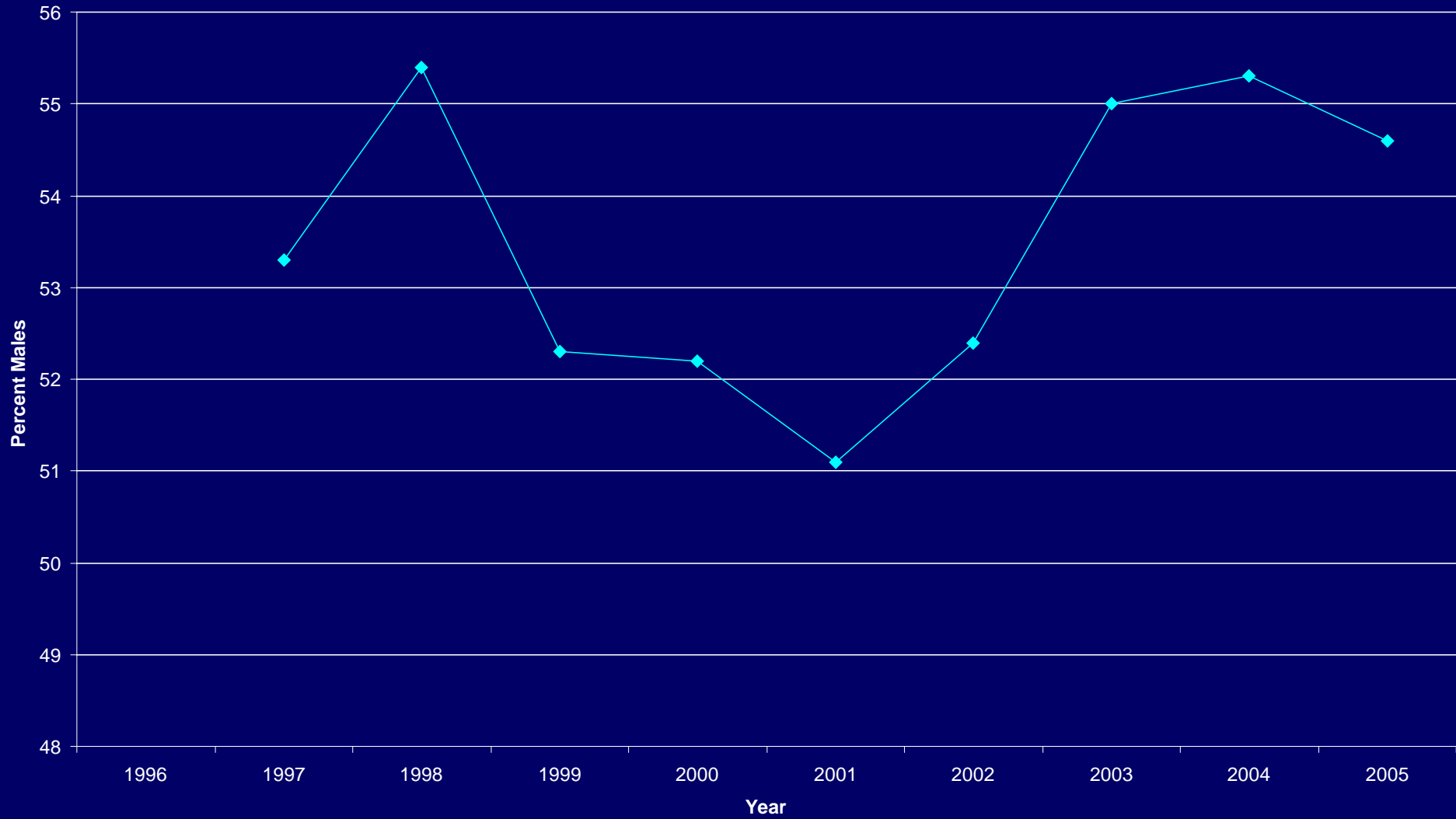


Figure 2
Racial Composition of Student Enrollment

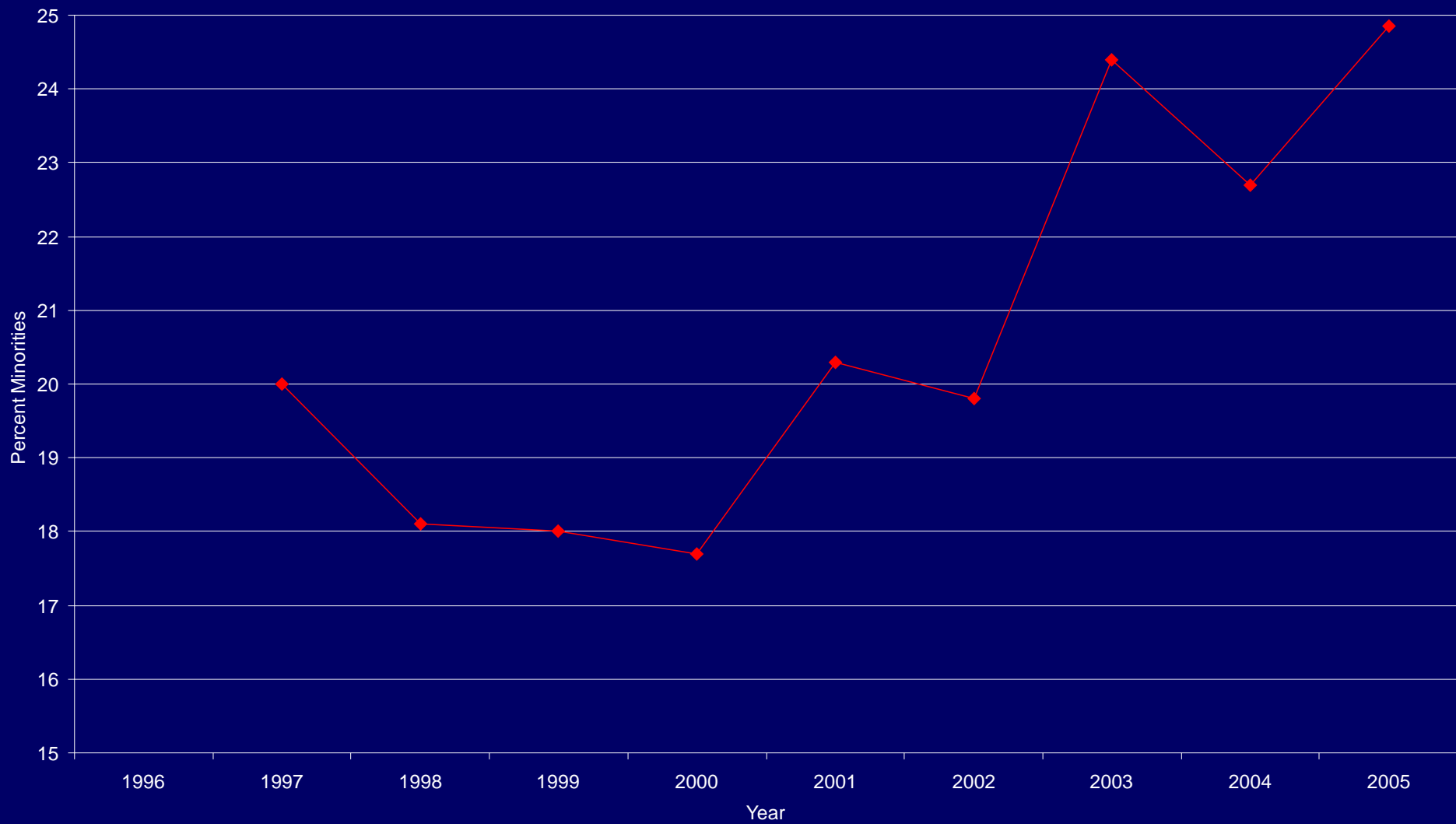


Figure 3
Enrollment of Students in Grades 9 and 10

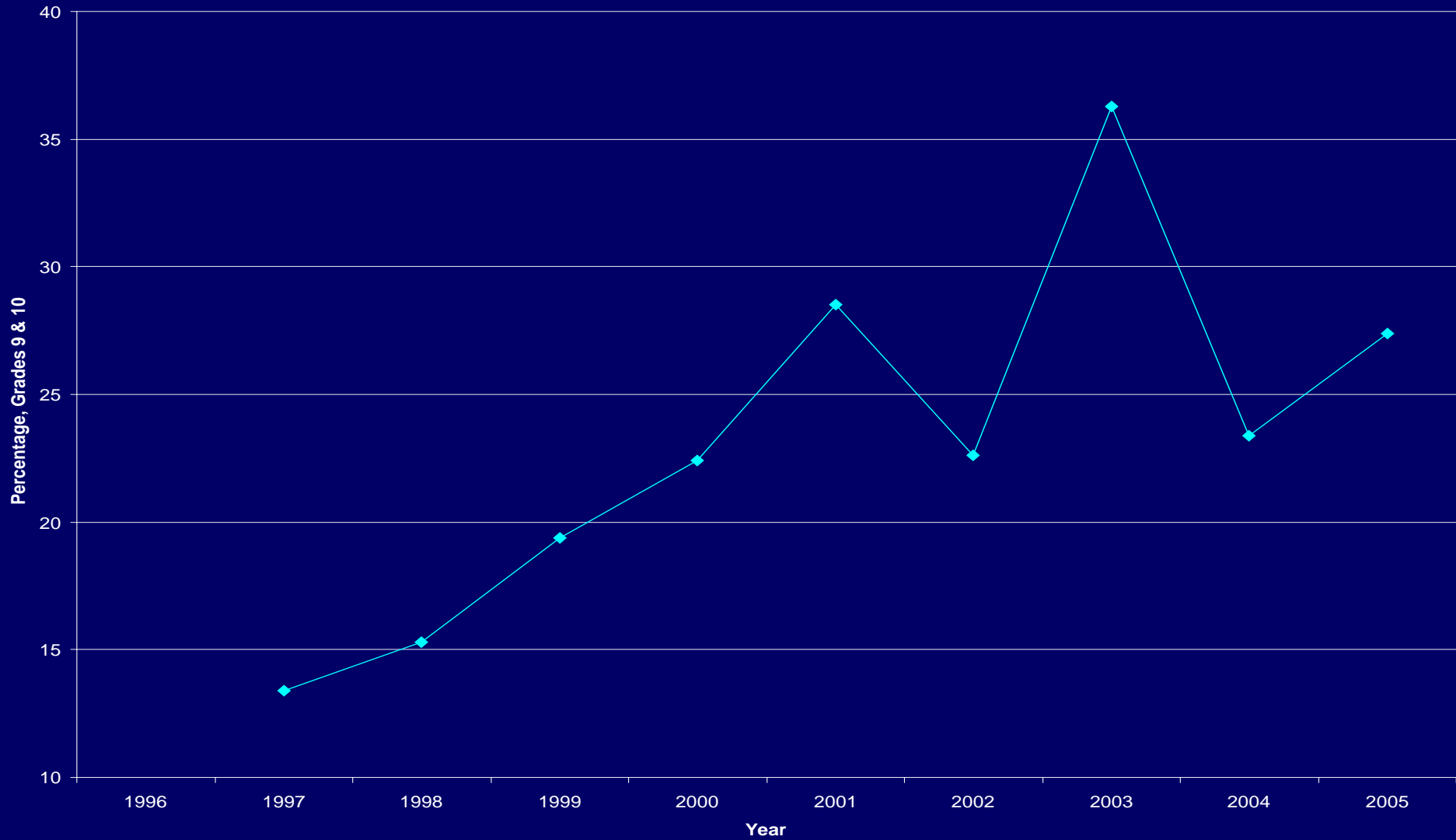


Figure 4
Average GPA's, By Race and Sex

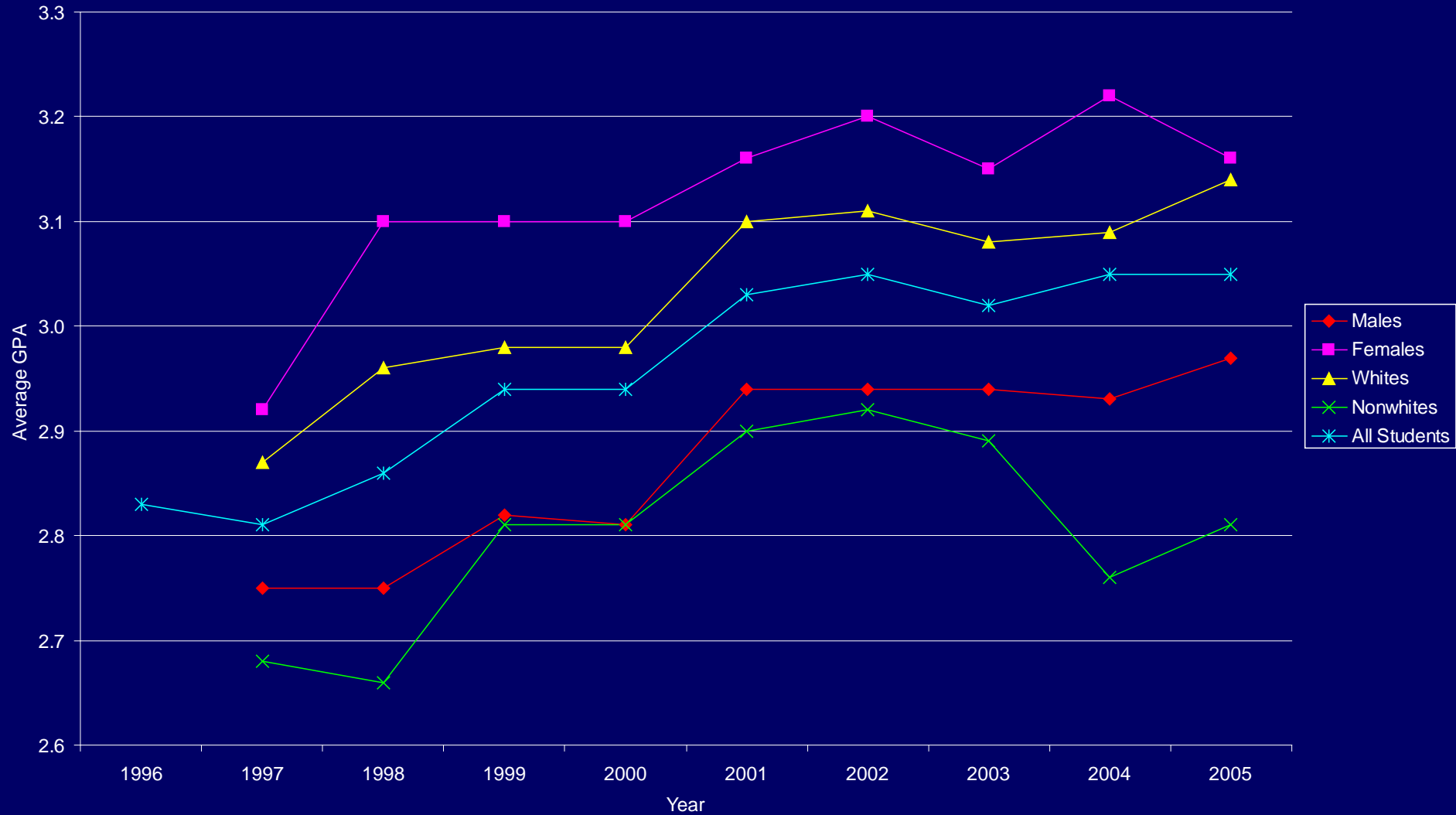
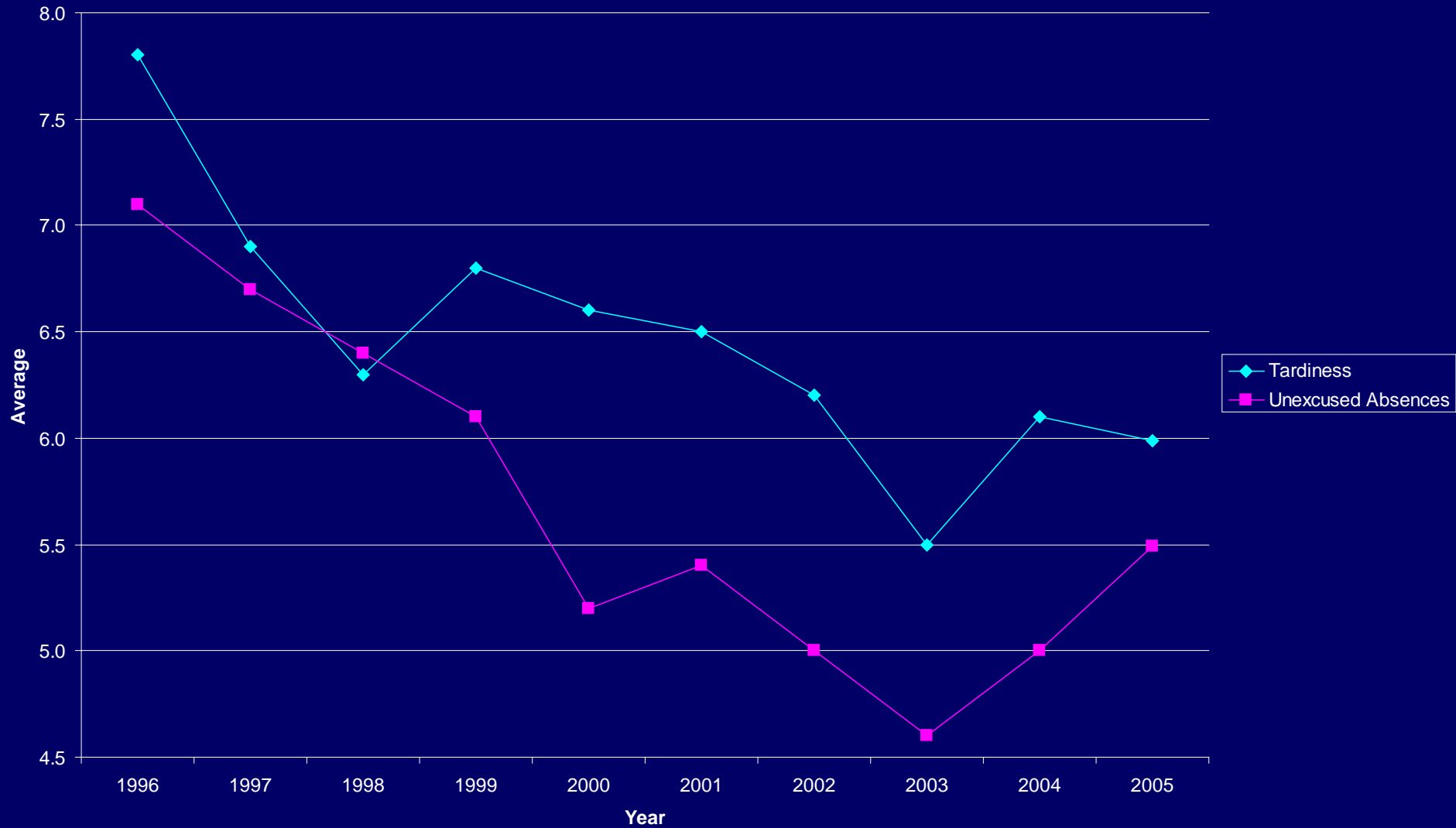


Figure 5
Average Number of Incidents of Tardiness and Unexcused Absences



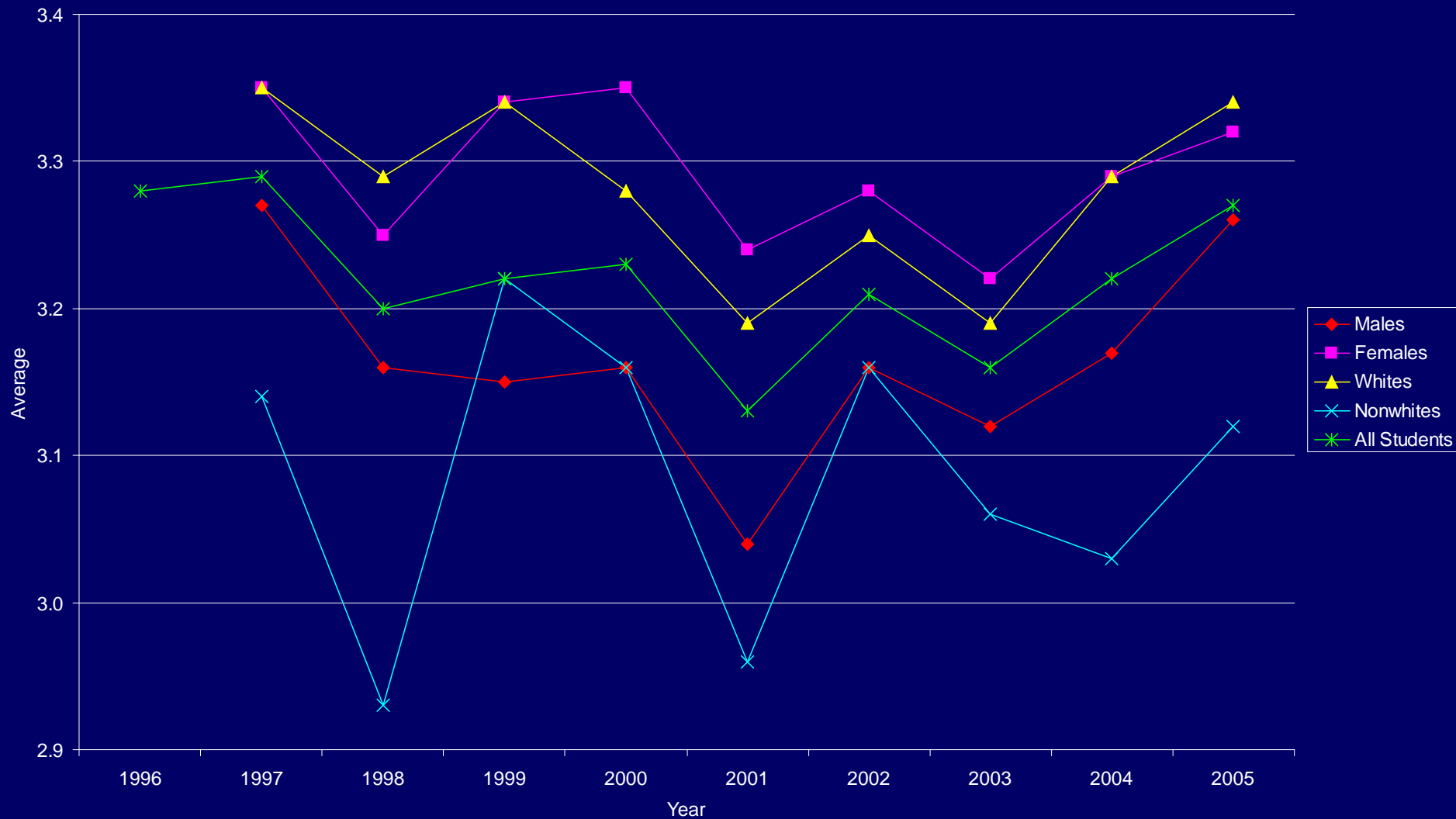
Current Students: EFE Experiences

Course quality grade

- Grade 3.16 → 3.28

But, some differences by subgroup

Figure 6
Student "Grades" for Course Quality, By Race and Sex



Current Students: EFE Experiences

Work-based programs:

- 15 percent
- long-term trend ↓ in participation (?)
- long-term trend ↓ in paid while participating

Figure 7
Participation in Work-Based Programs

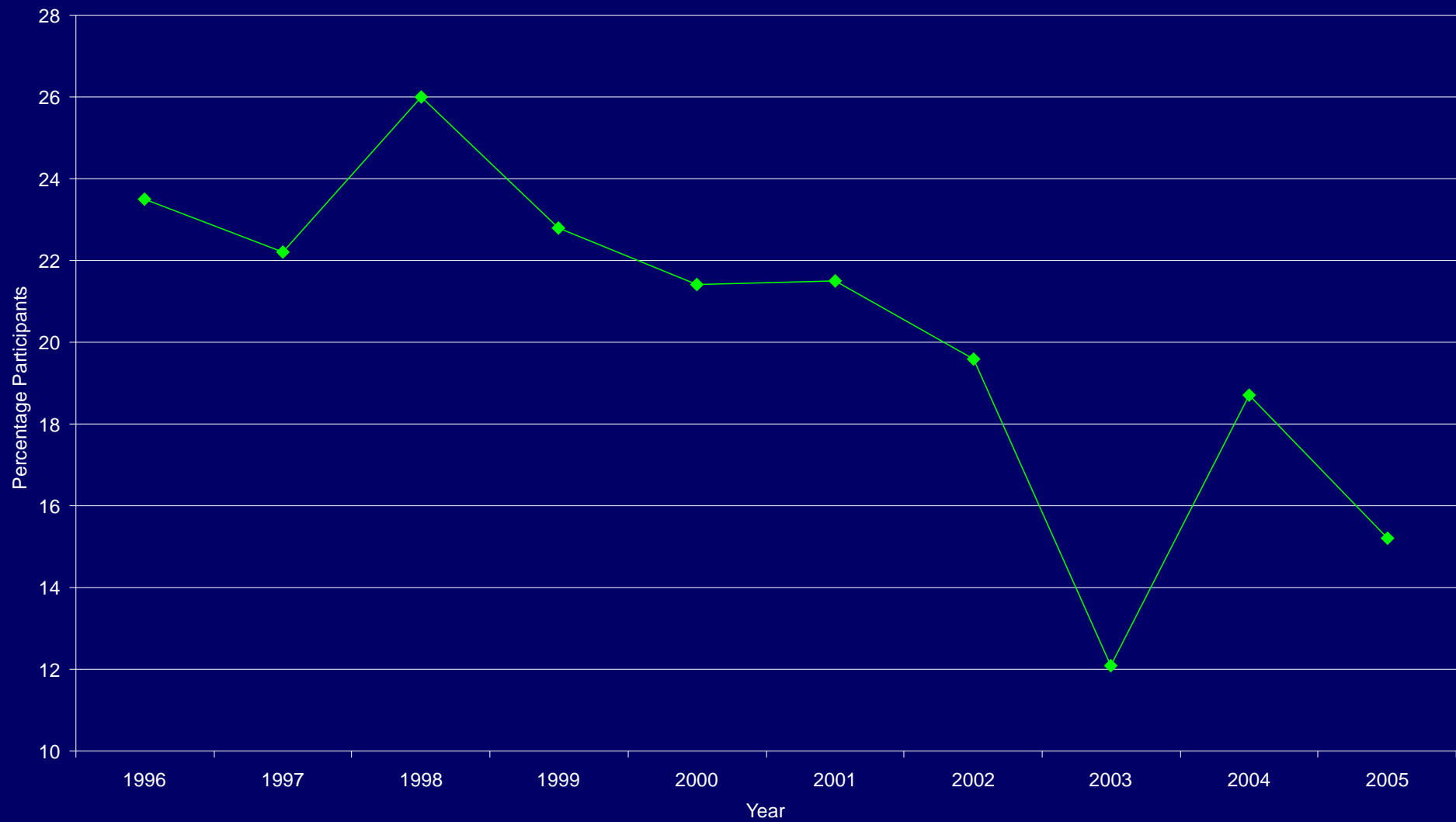


Figure 8
Participation in Work-Based Program Experiences, by Race and Sex

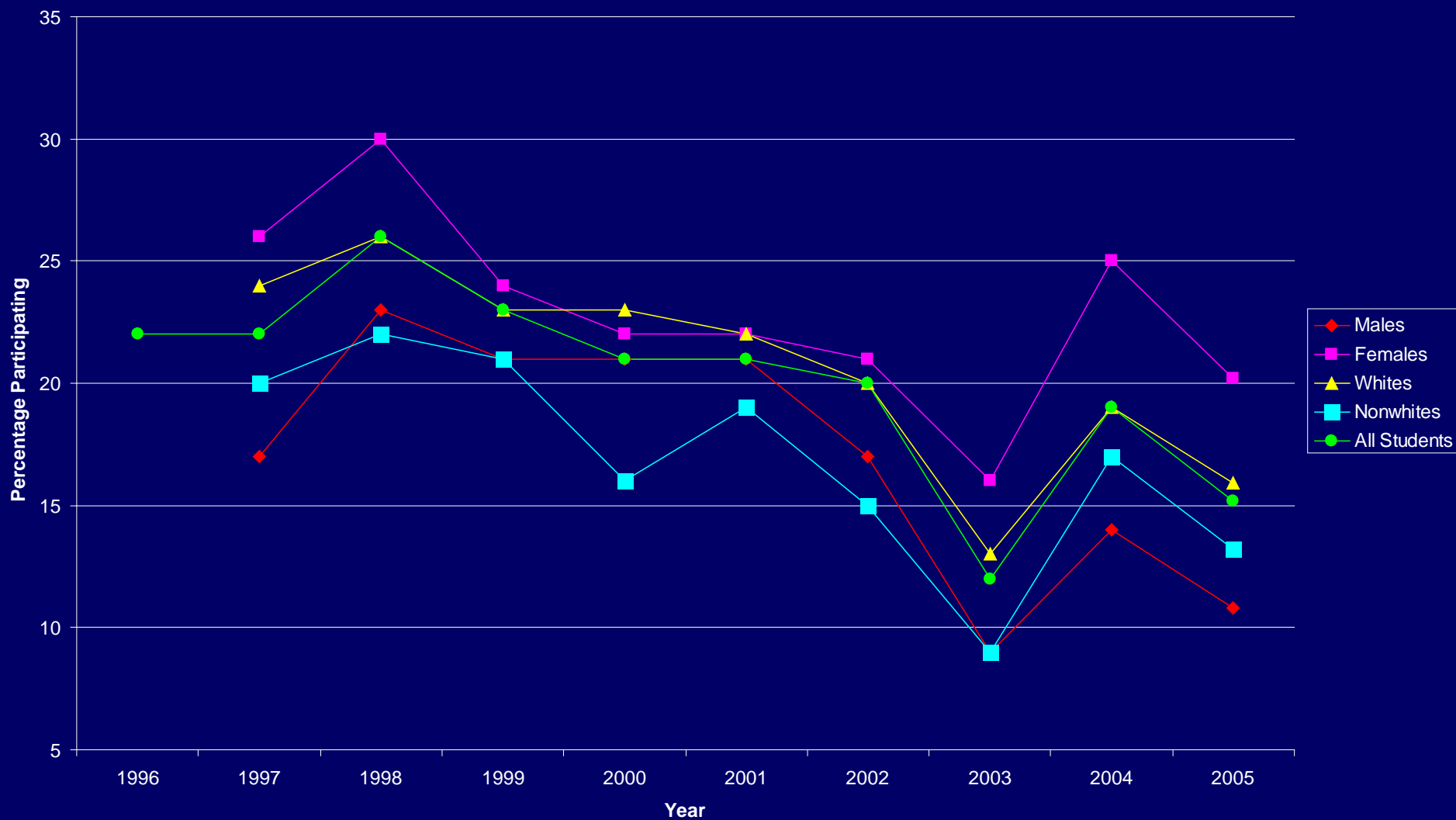
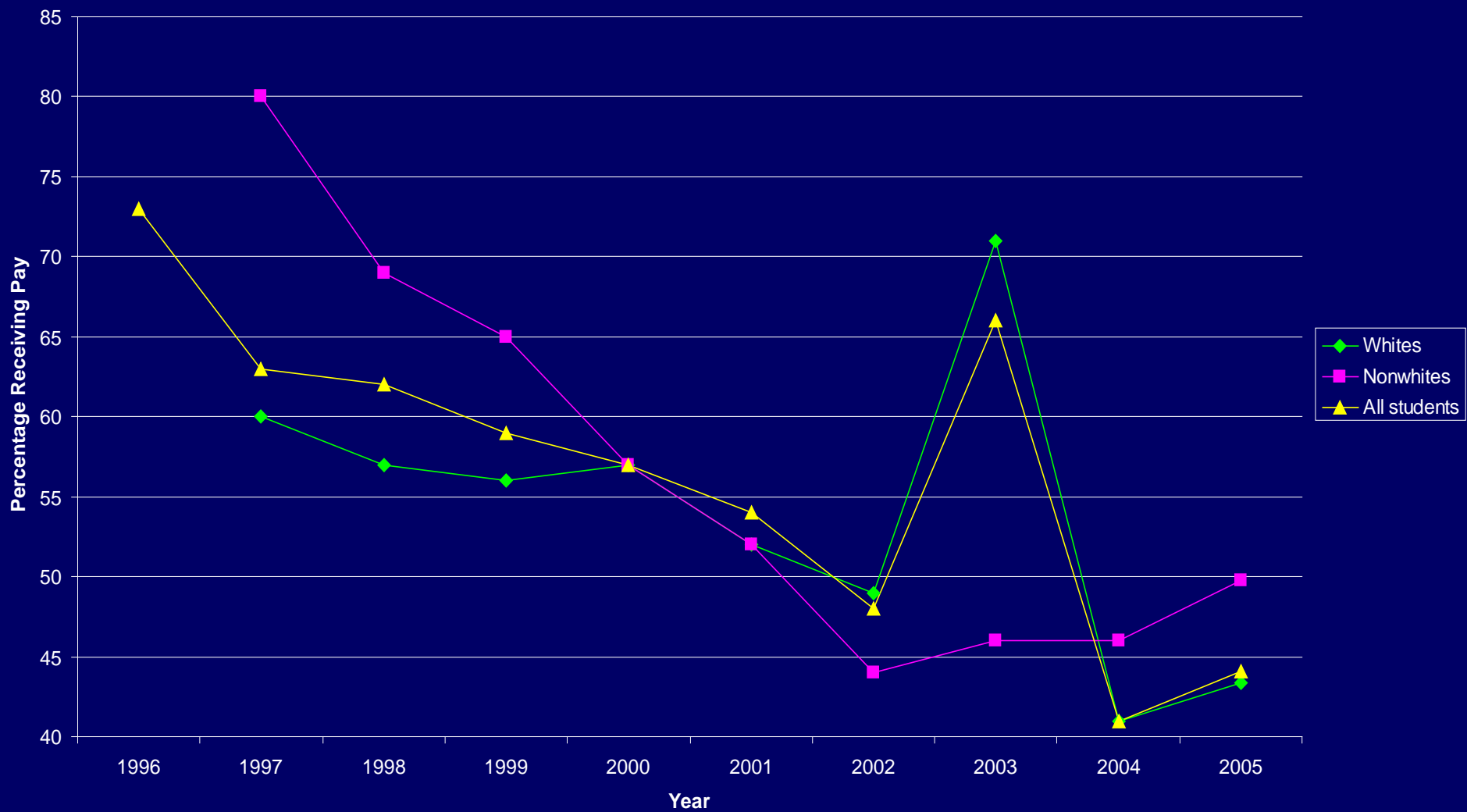


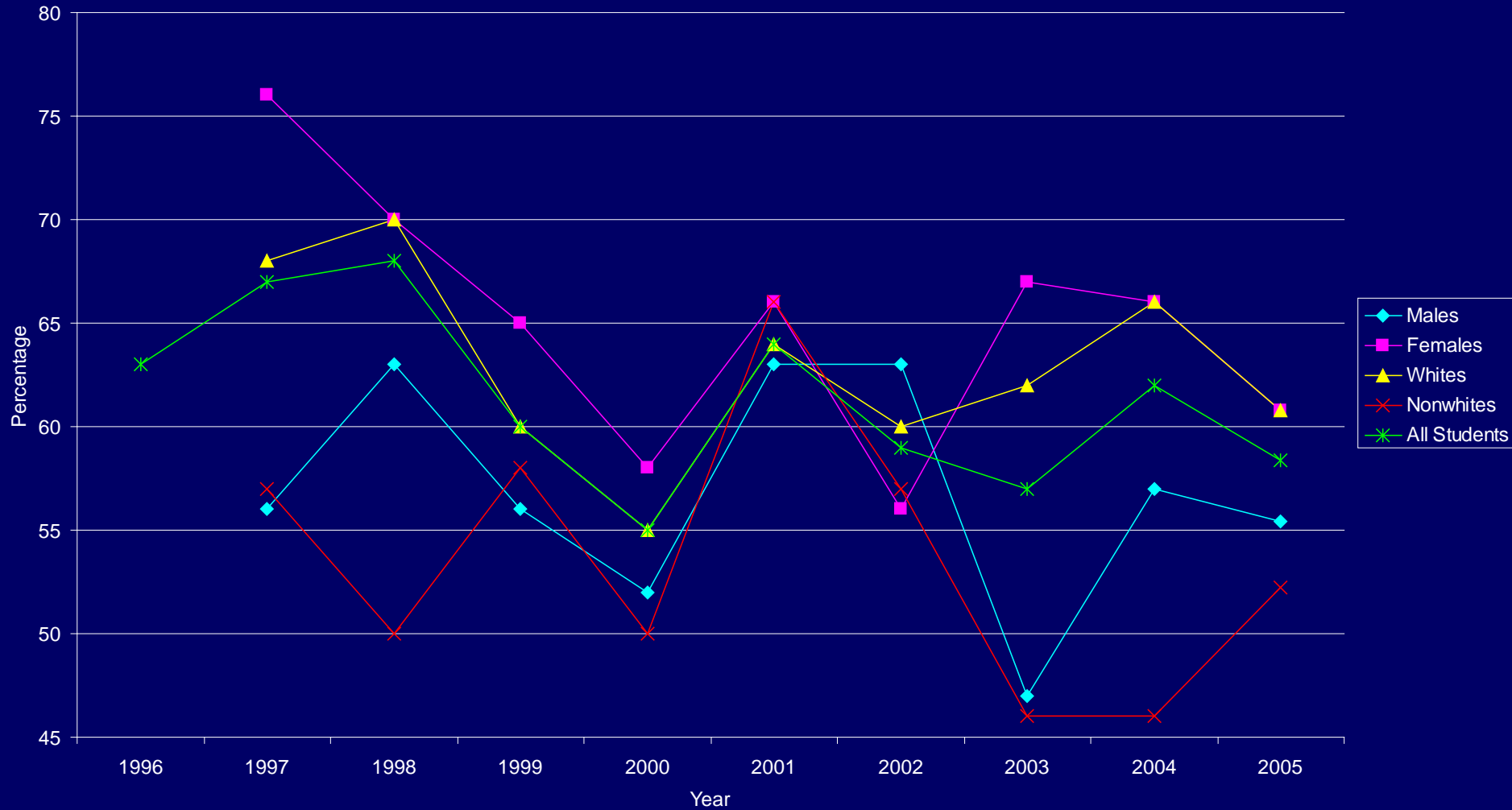
Figure 9
Percentage of Students in Work-Based Programs Receiving Pay, By Race



Current Students: EFE Experiences

Work-based programs:	<u>W</u>	<u>NW</u>	<u>Total</u>
-- Related to course work	61	52	58
-- Mentors are supportive	78	58	73

Figure 10
Percentage of Participation in Work-Based Programs
who Report Experience Related to EFE, By Race and Sex



Current Students: Postsecondary Plans

Planned attendance:

- very high (86 percent)
- especially females (over 90 percent)

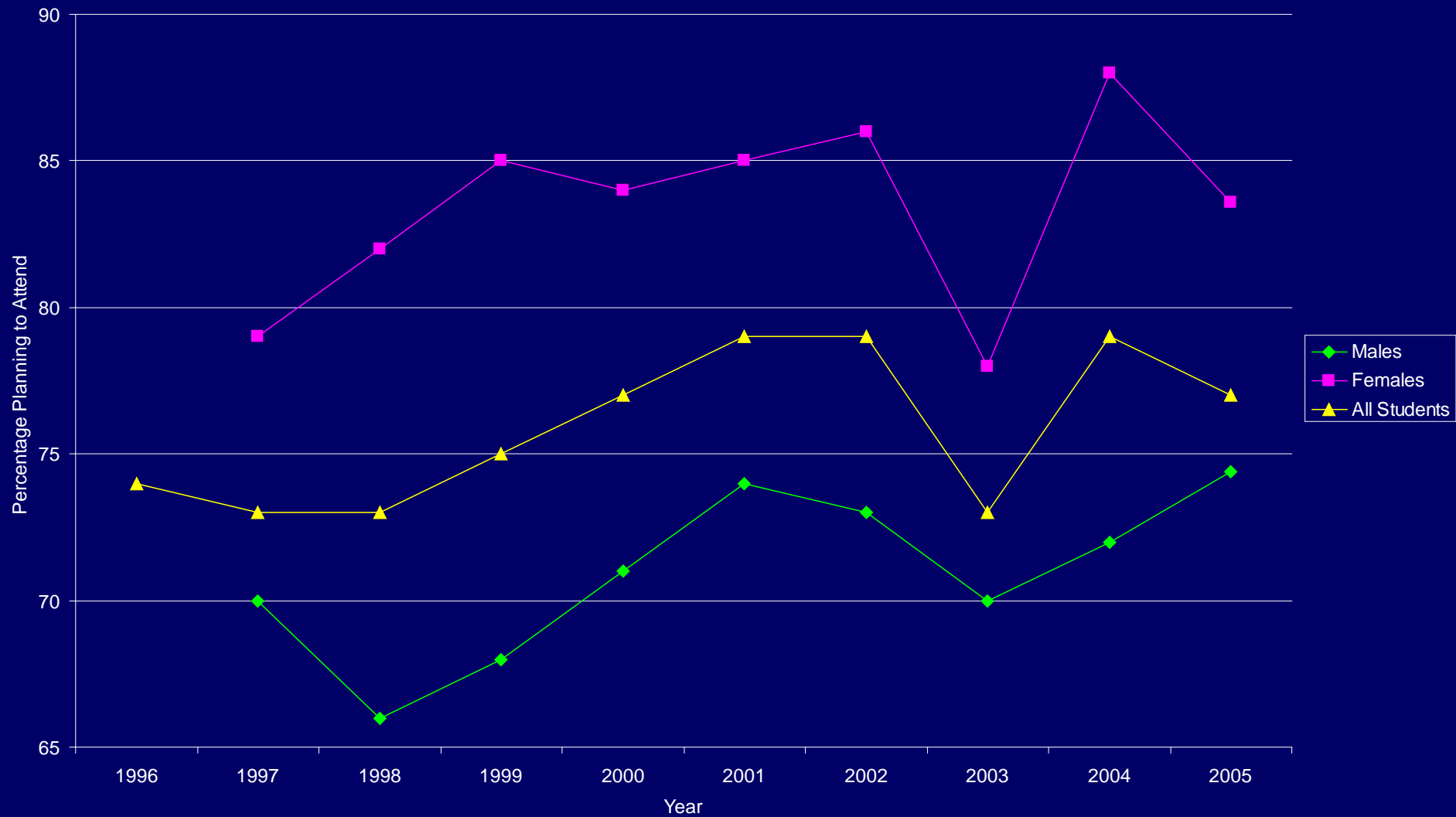
Table 1
Postsecondary Plans and Relevance of EFE Class

Plan/Relevance	Sex		Race		Work-based program		Total
	M	F	W	NW	Yes	No	
Postsecondary college, university (including community college) (n = 2,025)							
Yes, right away	74*	84*	80*	74*	84*	77*	77
Yes, after work	12*	7*	9	10	7	10	9
Don't know	8	6	6	9	4	7	7
No	4	2	4	3	3	4	4

Note: Table entries are sample percentages of the overall sample, except for item nonresponse.

*Difference from other population group is statistically significant at the 0.05 level.

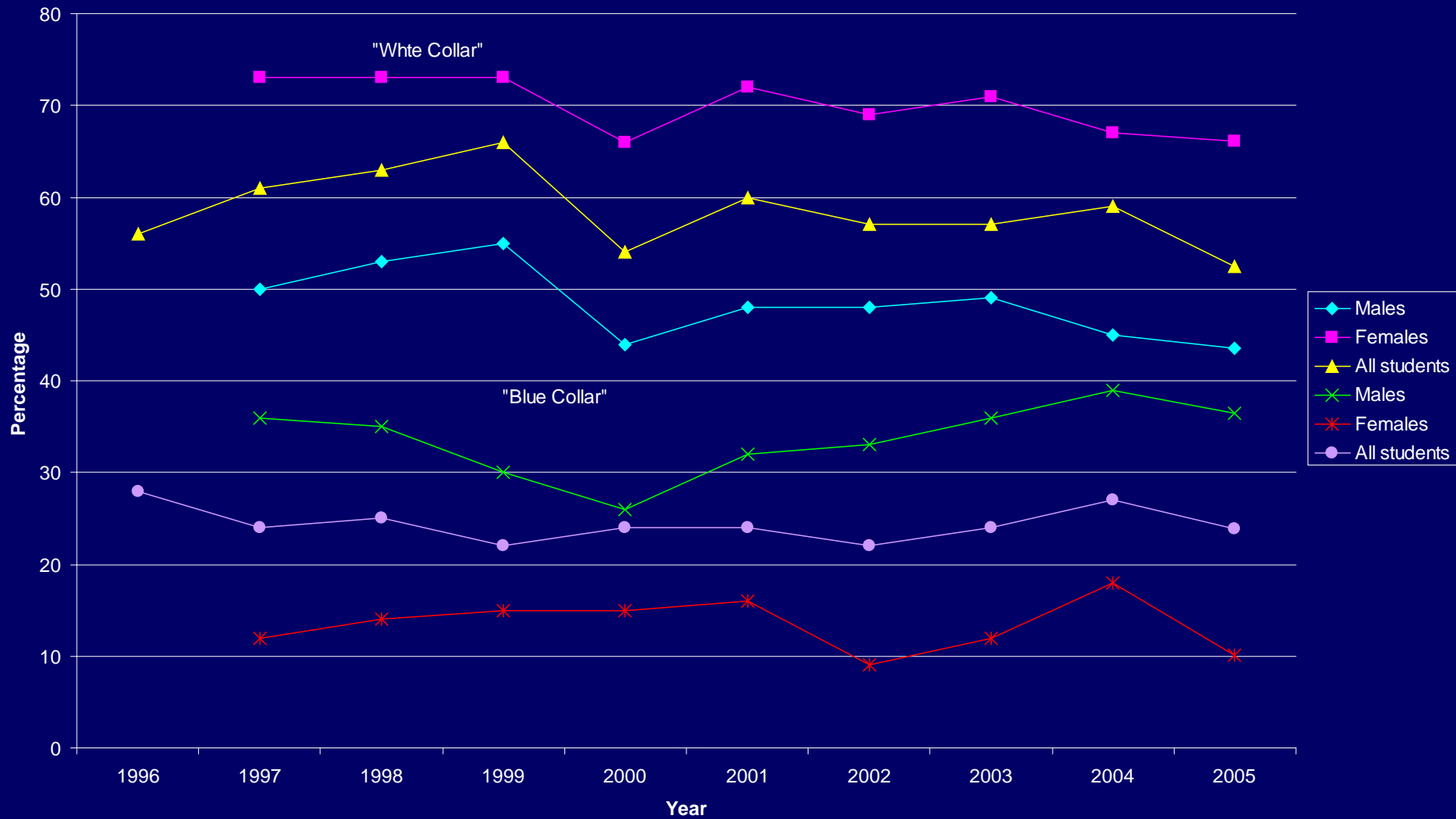
Figure 11
Planned Postsecondary Attendance Rate, By Sex



Current Students: Occupation

White collar approximately 50 percent
Female → professional/technical

Figure 12
Occupational Aspirations, By Race & Sex

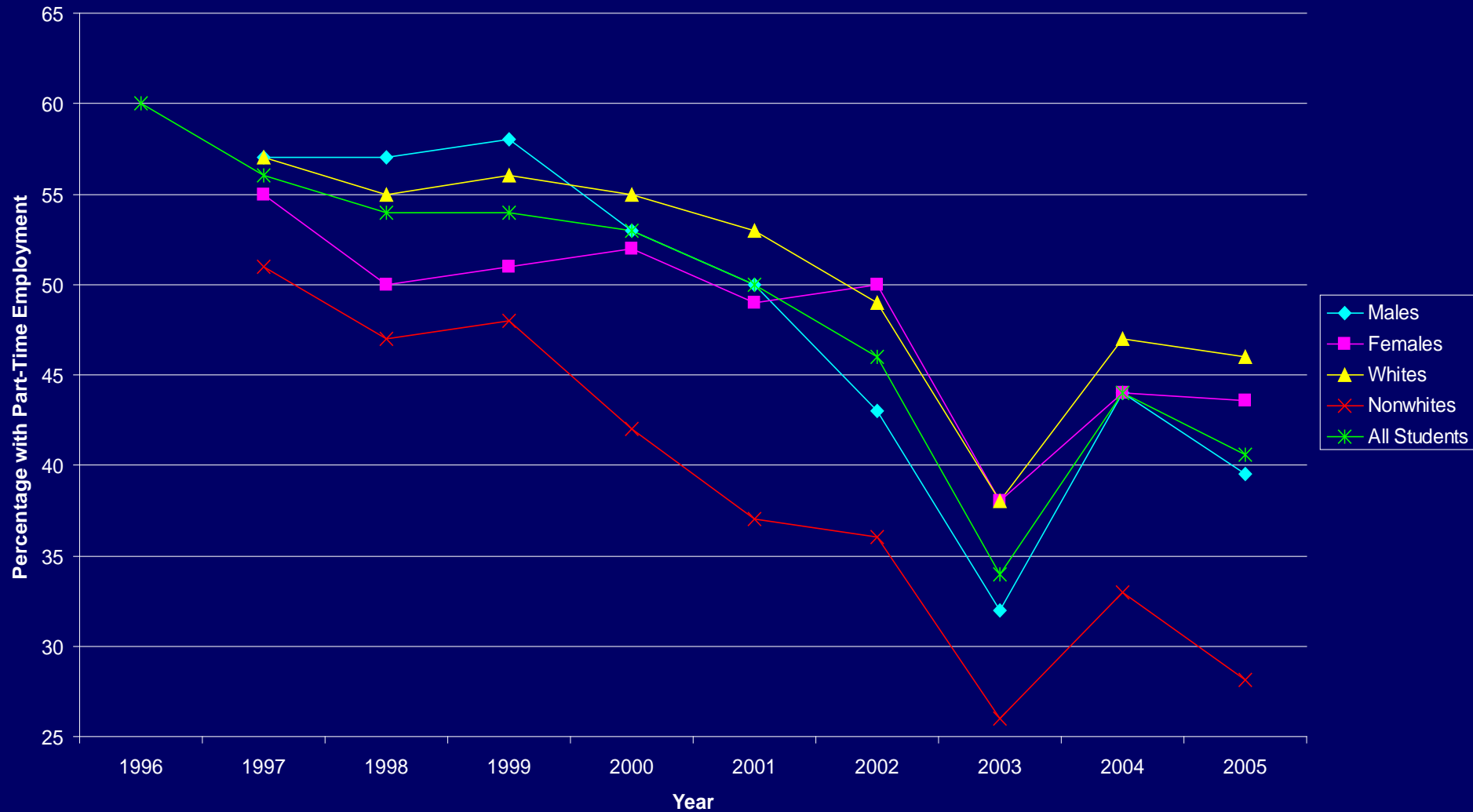


Current Students: Part-time jobs

-- Long-term trend ↓ in employment and hours

Employment	41%
Hours	13.3
Wage	\$6.65
Training-relatedness	40.0%

Figure 13
Part-Time Employment Rates, By Race & Sex



Conclusions and Findings

1. EFE continues to provide quality programs to students in county
 - Few changes from previous years' data

Conclusions and Findings (Continued)

2. High rates of postsecondary attendance

- Follow-up: 83% actual
- Current students: 86% plan

Conclusions and Findings (Continued)

3. EFE serves substantial number of 9th and 10th graders; serves substantial number of racial/ethnic minorities (each about 25 percent of EFE students)

Conclusions and Findings (Continued)

4. GPA differences in students –
Females > Males; Whites > Nonwhites
 - Could be “explained” by several different factors: differential course choices; population differences; etc.

Conclusions and Findings (Continued)

5. Course quality grade ↑ substantially.
Nonwhites "grade" relatively low.

Conclusions and Findings (Continued)

6. Participation in work-based programs continues to decline (long-term trend).

Conclusions and Findings (Continued)

7. Occupational aspirations skewed toward white collar, especially females.

Conclusions and Findings (Continued)

8. Part-time employment continues to decline (long-term trend).

Conclusions and Findings (Continued)

9. No evidence, one way or other, concerning student achievement.